

THE 17TH ANNUAL BUILDING STRONG FAMILIES CONFERENCE

Families and Health

Thursday, October 11, 2007
Messiah College, Grantham, PA

Conference Schedule

8:30 - 9:00 a.m.	Registration and Continental Breakfast - Howe Atrium
9:00 - 9:10 a.m.	Greetings and Introductions - Parmer Cinema (B 137)
9:15 - 10:05 a.m.	Concurrent Workshops, Session 1
10:15 - 11:05 a.m.	Concurrent Workshops, Session 2
11:15 - 12:05 a.m.	Concurrent Workshops, Session 3
12:10 - 1:10 p.m.	Lunch - Lottie Nelson Dining Hall , Eisenhower Campus Center
1:10 - 1:40 p.m.	Human Services Fair / Student Posters - Howe Atrium
1:45 - 2:45 p.m.	Keynote Address - Parmer Cinema (B 137)
2:55 - 3:45 p.m.	Concurrent Workshops, Session 4
3:45 - 4:00 pm	Complete Conference Evaluations - Howe Atrium
4:00 p.m.	Adjourn. Pick-up professional certificates and return evaluation forms to the registration desk.





2007 BUILDING STRONG FAMILIES CONFERENCE FAMILIES AND HEALTH

Session 1: Concurrent Workshops – 9:15 – 10:05 a.m.

A. Emergency Preparedness – B 130

Jane Bishop, R.N.

Attendees will learn about the importance of preparing for disasters and emergencies, and how to cope during and following disasters/emergencies. Attendees will be encouraged to develop their own emergency plans, as well as plans for their families and workplaces. Attendees will also learn about the work being done at the federal, state, and local levels to help citizens prepare for emergencies. *(This workshop is also being offered during Session 2).*

B. Mental Illness and Family Caregiver Burden – B 134

Marti Derr, M.S.

Increasingly care of persons with mental illness is moving out of acute care facilities and into communities. Frequently families are the primary support system for persons with chronic mental illnesses. Some examples of family burden include a) strain in the relationship with the ill family member, b) loss of leisure time and social relationships due to responsibilities with an ill family member, c) fear or concern about patient's self-directed violence or violence toward family caregivers, d) difficulty with medication compliance for a variety of reasons, and e) compromised mental well-being of caregivers. It has been estimated that 50% to 80% of patients with schizophrenia, or other psychotic disorders have regular contact with a family member (McDonnell, Short, Berry, & Dyck, 2003). It is well known that many people with mental illnesses do not take medications as directed. Family members, with limited knowledge of psychopharmacology, its benefits and its side effects, become frustrated by non-compliance of the patient. Östman (2004) highlighted the importance of creating stability in, and increasing social functioning of, the patient and family. This workshop will examine coping strategies based on a clear understanding of illness pathogenesis, psychopharmacology, and supportive activities to increase system stability in the midst of mental illness.

C. The Compassionate Family Treatment of Adolescent Anguish – B 131

Brad Sachs, Ph.D.

Adolescence is a profound juncture in the family's development that entails every member beginning to strike a new balance between continuity and change, equilibrium and evolution, separateness and attachment. This balancing act requires each generation to find ways to grieve for what is being lost in order to cultivate what will be gained.

The adolescent must grieve for the death of her childhood in preparation for making the transformation into young adulthood. The parents must grieve for the death of their influence over and relevance to their teen in preparation for discovering or reclaiming sources of meaning and purpose in their lives other than parenthood.

When parents and/or adolescents are unable to recognize and resolve the depths of this unavoidable grief, anguish is the inevitable result, anguish that can express itself in numerous ways, in either generation. Symptoms of thought, mood and anxiety disorders, psychosomatic illness, chemical dependencies, eating disorders, promiscuity, under- and over-achievement, and relational instability can all be understood as manifestations of an essential family mourning process that has been hindered or gone awry.

This presentation will utilize a multi-modal approach including lecture, discussion, and the presentation of music, film and poetry to conceptualize a systemic and humanistic approach to the treatment of adolescents and their families. It will reveal, rather than conceal, the complexity of this dramatic developmental passage such that clinicians can better strategize and intervene with courage, creativity and compassion when adolescent anguish brings teens and their parents into treatment.

The workshop will be of value to clinicians at all levels of expertise, and attendees will be encouraged to share their most challenging cases for the purposes of group discussion and support.

Session 2: Concurrent Workshops - 10:15 - 11:05 a.m.

D. Emergency Preparedness - B 134

Jane Bishop, R.N.

Attendees will learn about the importance of preparing for disasters and emergencies, and how to cope during and following disasters/emergencies. Attendees will be encouraged to develop their own emergency plans, as well as plans for their families and workplaces. Attendees will also learn about the work being done at the federal, state, and local levels to help citizens prepare for emergencies. *(This workshop is also being offered during Session 1).*

E. Introduction to the Recovery Model: Empowering Clients and Families Struggling with Severe and Persistent Mental Illness - B 130

Heather R. Hostler, Psy.D.

This workshop will introduce the Recovery Model as a relatively new pathway of mental health intervention in light of Pennsylvania's mandate for its use in long-term psychiatric treatment facilities for adults. Clients who struggle with severe and persistent illness often have great difficulty accessing and utilizing available resources. Family members may be disengaged, extremely strained, or simply exhausted by the time, energy, and financial demands of the individual and his or her illness. The Recovery Model attempts to give everyone a place at the treatment team table, thereby pooling strengths and re-establishing or reinforcing the vital support that family may be able to offer. The Recovery Model helps to address the stigma, strain, frustration, and maladaptive cyclical patterns by allowing interdisciplinary communication and planning for prevention, treatment, and maintenance of the mental health concern as it affects clients and families.

F. Supporting Mothers in Their Decision to Breastfeed: An Ecological Approach - B 131

Erin Boyd-Soisson, Ph.D., CFLE

According to the Center for Disease Control, approximately 71% of U. S. mothers initially breastfeed their infants. By the time their children are 4-weeks old, that percentage drops to 63%, and by 6-months only 36% of mothers report continuing to breastfeed their babies at all, let alone exclusively, as is suggested by the American Association of Pediatrics. By 12-months of age, very few babies are breastfed. Although some of the reason for this significant decline in breastfeeding is known (e.g., a mother returning to work), a better understanding of what other factors might contribute to the decline of breastfeeding is needed. This workshop is based on a review of the literature on the benefits of breastfeeding and the individual, family, societal, and cultural influences that may make it easier or more difficult for many mothers to continue breastfeeding for more than a few weeks after the birth of their child. Bronfenbrenner's Ecological Model will be used to organize the potential support and obstacles that mothers may experience as they breastfeed their infants.

Session 3: Concurrent Workshops - 11:15 - 12:05 a.m.

G. Creating a System of Mental Health Care for Youth and Their Families - B 130

Carol Johnson, M.S.

Families and Schools Together (FAST) for Middle School is a multi-family group intervention designed to build protective factors for youth (6th-8th grade) and empower parents to be the primary prevention agents for their own children. FAST is an award-winning model program for the prevention of substance abuse, juvenile delinquency, school failure, child abuse and neglect and mental health problems. In addition, FAST increases parents' social support, school involvement, enhances family cohesion, improves caring and attention about academics, and reduces aggression between students.

This workshop will focus on how Middle School FAST has been able to partner with other agencies in order to create a comprehensive system of care, as well as early prevention. The session will focus on the Middle School FAST Initiative in Lyons Township, Illinois, which has received The Director's Award for an Exemplary School-Based Mental Health Program from the Substance Abuse Mental Health Services Administration (SAMHSA) as an example of a community collaboration. The project represents a major community collaborative between a committed funder and a group of school districts and community service organizations working with parents to improve the mental health of students. The presenter will describe the award-winning initiative, how collaborative relationships were formed, the effects the initiative has had, as well as the activities that make up the program sessions and how the program is being evaluated.

H. Navigating Private and Public Care Systems: Whose Responsibilities? Which Style? - B 138

Barbara H. Settles, Ph.D.

Health care systems are increasing in complexity and in the requirements for the family to understand, advocate and consent to courses of action and provide support to family members. In the USA, private, public and quasi-private care has made it difficult to find, access and monitor appropriate prevention and care for both dependent and adult members of the family.

Families have limited access to relevant information, are isolated from others with similar challenges, and carry into the current planning situation many burdens from previous experiences and choices. A model and case study illustration for helping families deal with these challenges will be presented.

I. Using Genograms to Assess Family Health - B 134

Raeann R. Hamon, Ph.D., CFLE & Jessica Debrah

Genograms are visual representations of families that depict family process over at least three generations. They offer a means of recording massive amounts of family data in a concise family system map. Genograms are used in a variety of settings (e.g., family therapy, case management, health care) and help professionals examine such things as family history, relationships, and patterns. In this presentation, participants will understand how genograms can be useful in assessing family health and learn a standard set of symbols for the construction of genograms. Participants will also receive a variety of resources about genograms and practice compiling a genogram during the session.

J. Hidden Dangers: A Sociological Analysis of Food Additives - B 131

Michele Kozimor-King, Ph.D.

Food is one of the necessities of life that all parents must provide for their children, but never before has the choice of food been more complicated. Parents are flooded with information about food from the organic versus local produce debate raging in the media and information surfacing about pesticide and herbicides bioaccumulating in the bodies of children, to concerns about food safety and deadly bacteria. Still, the information seems contradictory leaving concerned parents with an absence of knowledge and a whole lot of anxiety. Parents and child care givers are faced with important food decisions three to five times each and every day. In addition, the number of categories for any one food item has increased dramatically in just the past 5 years. For example, go down a typical cereal aisle in a local grocery chain and one will find a mass of at least fifty different options for a “healthy” and quick breakfast. While it is commonly known that breakfast is the most important meal of the day, less attention is being paid to what is actually eaten at the table or in the school cafeteria. Most highly processed and packaged breakfast foods are loaded with added ingredients which detract from the nutrients in the food. Such additives include, but are not limited to, refined sugar, monosodium glutamate, aspartame, and artificial food colorings. These additives are included in large amounts in foods advertised to children to make the foods more visually appealing, flavorful, and, as some may suggest, addictive. While most parents are aware of the impact of refined sugar on the risk for obesity, fewer are aware of the other detrimental affects of this sweet poison. Even less is known about other food additives designed to enhance flavor or preserve shelf life.

Participants will receive information on common food additives including refined sugar, corn syrup, monosodium glutamate, aspartame, and food coloring. The presentation will trace how sugar is processed, the common consequences of excessive sugar consumption, how to spot hidden sugar on food labels, and why most sugar substitutes are potentially harmful to children. Participants will also receive information on alternatives to mass produced processed foods. The session will end with a discussion of some of the obstacles to providing less processed food to children such as cost, palatability, social norms, and increased food preparation times. *(This workshop is also being offered during Session 4).*

Keynote Address - 1:45 - 2:45 p.m.

Families Matter: Putting Our Knowledge into Action

Patricia Tanner Nelson, Ed.D., Extension Family and Human Development Specialist, University of Delaware

This interactive session will focus on putting the best that we know about key areas of research (balancing work/family; family stress management; building strong families; obesity prevention, emotional literacy and neuroscience) into practice in our own families and those we are working with. Strategies for increasing our effectiveness in bridging the research/practice interface will also be discussed.

Session 4: Concurrent Workshops - 2:55 - 3:45 p.m.

K. The Transition to Parenthood from the Female Perspective: Balancing Well-Being, an Academic Career, and Motherhood

Bahira Sherif Trask, Ph.D., Laura Thompson Brady, M.S., Bethany Willis Hepp, M.S., Wei Qiu, M.S., Dorit Radnai-Griffin, M.S., Melina McConatha-Rosle, M.S.

The transition to parenthood is considered by most theorists to be one of the most pivotal and life changing events that individuals experience. Depending on time and place this transition is mediated by cultural norms, social supports, and economic circumstances. Despite social advances that give women many more career options, for women in academia, the decision of when to have a baby remains complex. Biology, fertility and the tenure clock tend not to match up - instead, most women either have to choose to have their children "young", i.e. before taking a tenure track job, or they must wait until they are firmly established in their careers. Either choice exacts a price. Young women often do not have the economic resources and social supports that would facilitate having a child while older women are often faced with declining fertility issues and heavy professional demands. While this is a known dilemma for most in the field, few social supports for working women are in place to deal with this issue.

This presentation will begin by providing an overview of scholarship on the transition to parenthood. It will focus on current pertinent knowledge including the intensive mothering model that dominates both mainstream culture and academic writings. The presentation will then move to a panel discussion of different women's experiences in the academic world and how the introduction of a child has affected their family lives, their own sense of well-being and their academic trajectories. Topics to be covered include becoming a mother while in graduate school, the effects of children on professional career advancement, step mothering in one's mid-twenties, and becoming a parent through adoption.

L. Health Literacy for Parents - B 134

Maryellen B. Miller, RN, MS, CFLE

This workshop will focus on the health literacy of parents, in particular, how the problem is manifested in several types of parent groups, such as parenting adolescents, immigrant populations, and various socioeconomic groups of parents, as recent studies show a lack of knowledge about children's health among all literacy levels and socioeconomic levels. Methods of measuring health literacy will be described and participants will have the opportunity to

assess their own health literacy. Confusing medical terminology and parent/child health dilemmas will be discussed. Existing efforts to address the problem will be outlined; suggestions for intervention and possibilities for implementation through community, health, and parent education will be explored.

M. Chemical Dependency and the Family - B 131

Barbara J. Genna, M.S. (pending)

From this workshop, participants will gain a clear understanding of the difference between substance use and substance abuse as listed in the DSM4 (Diagnostic and Statistical Manual of Mental Disorders), in addition to showing Positron Emission Tomography (PET) scans that show the changes that occur in the brain indicating the cross-over to the disease of addiction. There will be interactive discussion on the impact of substance abuse on the entire family, the need for treatment services and the fact that treatment works, when it is appropriate treatment for the appropriate length of time.

N. Hidden Dangers: A Sociological Analysis of Food Additives - B 130

Michele Kozimor-King, Ph.D.

Food is one of the necessities of life that all parents must provide for their children, but never before has the choice of food been more complicated. Parents are flooded with information about food from the organic versus local produce debate raging in the media and information surfacing about pesticide and herbicides bioaccumulating in the bodies of children, to concerns about food safety and deadly bacteria. Still, the information seems contradictory leaving concerned parents with an absence of knowledge and a whole lot of anxiety. Parents and child care givers are faced with important food decisions three to five times each and every day. In addition, the number of categories for any one food item has increased dramatically in just the past 5 years. For example, go down a typical cereal aisle in a local grocery chain and one will find a mass of at least fifty different options for a “healthy” and quick breakfast. While it is commonly known that breakfast is the most important meal of the day, less attention is being paid to what is actually eaten at the table or in the school cafeteria. Most highly processed and packaged breakfast foods are loaded with added ingredients which detract from the nutrients in the food. Such additives include, but are not limited to, refined sugar, monosodium glutamate, aspartame, and artificial food colorings. These additives are included in large amounts in foods advertised to children to make the foods more visually appealing, flavorful, and, as some may suggest, addictive. While most parents are aware of the impact of refined sugar on the risk for obesity, fewer are aware of the other detrimental affects of this sweet poison. Even less is known about other food additives designed to enhance flavor or preserve shelf life.

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MEET THE SPEAKERS

Jane Bishop, RN, of the Office of Mental Health and Substance Abuse Services (OMHSAS) Medical Directors Office, is the Emergency Behavioral Health Manager and as such collaborates and networks with the Pennsylvania Emergency Management Agency (PEMA), Pennsylvania Department of Health – Office of Public Health Preparedness (DOH-OPHP), and other disaster response agencies. Ms. Bishop provides oversight for the federal crisis counseling projects (CCP) implemented following disasters. The programs provide outreach, education, and referrals for victims of disasters. In addition to practicing medical-surgical nursing in the past, Ms. Bishop has extensive experience working with persons with mental illness and substance abuse difficulties and continues to provide outreach nursing services to migrant farm workers during harvest season. Ms. Bishop has a Bachelors of Science Degree in Nursing from Thomas Jefferson University and a Masters Degree in Health Education from Penn State University and is certified in Psychiatric and Mental Health Nursing from the American Nurses Association.

Erin Faith Boyd-Soisson, Ph. D., CFLE, Assistant Professor of Human Development and Family Science, Messiah College. Dr. Boyd-Soisson teaches classes in child, adolescent, and adult development, as well as foundations of marriage & family and social science research methods. Her research interests include the transition to parenthood, emotional socialization of children, and individual, family, and social issues regarding breastfeeding.

Jessica Debrah is a senior Human Development and Family Science major at Messiah College. From Ghana, Africa, Jessica is developing a six-hour family life education program for families in refugee camps as part of a senior capstone course, Strategies of Family Intervention.

Marti Derr earned a Bachelor of Science in Nursing from Eastern Mennonite University, a Master of Science in Family Studies from the University of Kentucky, a Master of Science in Counseling from the University of London, Goldsmiths' College, and a Master of Science in Nursing from the University of Maryland in Advanced Behavioral Health. After 12 years in private practice as a therapist in London and Pennsylvania, she now teaches psychiatric/mental health nursing at Messiah College with interests in integration of faith and practice, the impact of countertransference on student/patient relationships, and the importance of family systems in the well-being of students as well as patients.

Barbara J. Genna is currently enrolled in the Masters in Human Services Program at Lincoln University. She is a survivor of alcohol abuse in the home as a child and adolescent and has had several successful publications relative to behavioral health disorders. This program has proven to be highly effective and has been given the stamp of approval by the Cumberland/Perry Commission on Drugs and Alcohol, Dauphin County Domestic Violence

Services, Schaffner Youth Detention Center, Stevens Ministries, Cumberland/Perry Substance Abuse Prevention Coalition and the Carlisle Area Health & Wellness Foundation.

Raeann R. Hamon, Ph.D., CFLE is Distinguished Professor of Family Science and Gerontology and Chair of the Department of Human Development and Family Science at Messiah College in Grantham, Pennsylvania. Dr. Hamon has numerous publications and presentations on topics such as family relationships in later life, intergenerational service learning and relationships, Bahamian family life and various family science pedagogies. Her books include: *Mate Selection Across Cultures*; *International Family Studies: Developing Curricula and Teaching Tools*; *Cultural Diversity and Families: Expanding Perspectives*; and *Exploring Family Theories* (forthcoming). A Certified Family Life Educator, Dr. Hamon teaches such courses as Dynamics of Family Interaction, Marital Relationships, Strategies of Family Intervention, and Sociology of Aging.

Heather Hostler is a 2005 graduate of Wheaton College (MA and Psy.D. in Clinical Psychology) and has completed her post-doctoral internship at Philhaven Behavioral Health in Mt. Gretna, PA. Her clinical interests include severe and persistent mental illness, personality disorders, marital therapy, and spiritual issues. She is currently an adjunct instructor at Messiah College where her course load has included Psychological Testing, Personality, Psychology of Aging, and Lifespan Development. Dr. Hostler is happily married to her best friend and is a proud “stay-at-home mom” with two girls ages 4 and 1. Her personal interests include cooking, reading, gardening, and scrap booking.

Carol Johnson, MS, is trained in Human Development and Family Studies with a certificate in Gerontology. During her graduate studies at the University of Wisconsin-Madison, she partnered with Cooperative Extension agents to convey university research to the field. In her current work at FAST National Training & Evaluation Center – the quality assurance office for the Families and Schools Together (FAST) program – she coordinates trainings and speaking engagements, edits the quarterly newsletter, updates the website, responds to inquiries, and oversees the daily operations of the evaluation department. Carol is an alumna of Messiah College and recently relocated to Boston.

Michele Kozimor-King, Ph.D., is an Assistant Professor of Sociology at Elizabethtown College. Dr. Kozimor-King's research interests include work and family issues, retirement expectations of women, youth mentoring programs, the scholarship of teaching and learning, and the simple living social movement. She routinely teaches courses in population and global issues, simple living, race and ethnic relations, methods of social research, social statistics, and urban sociology. Dr. Kozimor-King is also on the development team for a new youth mentoring program uniting Elizabethtown College undergraduates and Milton Hershey High School Students called Moving Forward Together.

Maryellen B. Miller earned her MS in Family and Consumer Sciences from Louisiana Tech University, Ruston, LA. Maryellen is an instructor in the Health and Physical Education Department of Montgomery County Community College, Blue Bell, PA and a graduate student in Human Development and Family Studies at the University of Delaware. Maryellen has been a family health educator for 15 years as an American Red Cross Health & Safety instructor and as a parenting education instructor for Child, Home, & Community, a United Way Agency serving pregnant and parenting teens in Bucks and Montgomery Counties since 2001.

Brad Sachs, Ph.D., is a psychologist specializing in clinical work with children, adolescents, couples, and families, in Columbia, Maryland, and the Founder and Director of The Father Center, a program designed to meet the needs of new, expectant, and experienced fathers. His newest book, *When No One Understands: Letters to a Teenager on Life, Loss, and the Hard Road to Adulthood*, was published in January 2007, and is based on his between-sessions correspondence with a suicidal adolescent whom he was treating. Dr. Sachs is the author of numerous other books, including *The Good Enough Child: How to Have an Imperfect Family and be Perfectly Satisfied*, and *The Good Enough Teen: Raising Adolescents with Love and Acceptance (Despite How Impossible They Can Be)*. In addition, Dr. Sachs is renowned for his creative and innovative treatment of children and families, and his professional workshops and seminars. He has been interviewed on over three hundred radio and television shows and has lectured worldwide.

Barbara Settles, Ph.D., of the University of Delaware is Professor of Individual and Family Studies. She received the Jan Trost Award for Outstanding Contributions to Comparative Family Studies, International Section of the National Council on Family Relations in 2005. She completed two four-year term as president of the Committee for Family Research of the International Sociological Association, and is past president and academy member of the Groves Conference on Marriage and the Family. Her recent publications include a demographic chapter on the United States in the *Handbook of World Families, Families and Intergenerational Relationships; Conflicts Between Values and Practices in a Global Society in Current Sociology* with X. Sheng; *Social Transformations and the Future of Intergenerational Relationships in Families and Societies: Implications for Theory, Research and Programs in Family Studies* with X. Sheng. She has lectured in Beijing and Guangzhou P.R China on globalization, families and intergenerational relationships.

Patricia Tanner Nelson, Ed.D., CFLE earned her doctorate in Family and Community Education from Teachers College, Columbia University (New York). She is currently an Extension Family & Human Development Specialist at the University of Delaware, where she is also Professor of Food and Resource Economics. Dr. Nelson focuses on parent education and support, family stress management, and balancing family and work. Collaborating with federal, state and community agencies, Pat strives to build research-based education into the broad continuum of resources needed by families today. She maintains the Extension Cord at <http://ag.udel.edu//fam/>, which has sections especially designed for parents and professionals. The *Great Beginnings* series is sent to over 3,500 Delaware families each month. A series for parents of school-aged children – *Families Matter!* – is also available. Follow-up evaluations show that the monthly newsletters are useful to all parents, but have the greatest impact on those who are youngest, poorest and least educated. Dr. Nelson is co-PI for Extension's Just in Time Parenting, a national interactive Internet resource on parenting that strives to bring high quality, research-based information to families at the time it can be most useful and make the biggest difference in their lives. Parents have direct access to Monthly age-paced newsletters, searchable databases, Frequently Asked Questions and expert advice from across the country. Dr. Nelson also chairs a multi-disciplinary team of Extension colleagues and researchers from Children's Nutrition Research Center at the Baylor College of Medicine to refine key messages for parents relating to childhood obesity prevention, and embed these messages into Extension's Just in Time Parenting resources.